

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
PHYSICAL EDUCATION 9

Course Number	5601
Department	Physical Education
Length of course	Two (2) semesters/One (1) year
Grade	9
Prerequisite	None
Credit	5 units per semester/10 total credits – Physical Education
Repeatable	Not repeatable for credit
UC/CSU	
Board Approved	March 17, 1994 / March 21, 2013

Description of Course – Physical education provides the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

Rationale for Course – A physically educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values, physical fitness, and understand that both are intimately related to health and well being.

Standard 1 – Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Objective: Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

1.1.1 Performance Indicator: Students will, during aquatic activities, demonstrate proficiency in: forward glide, head bobbing, back float, back glide, forward glide with kick, front crawl, back glide with kick, backstroke, side stroke, advanced side stroke, breast stroke, kneel diving, and advanced standing diving.

1.1.2 Performance Indicator: Students will, during dance activities, demonstrate proficiency in the following steps/dances: grapevine, box step, line dance, social dance with a partner, fox trot, waltz and swing.

1.1.3 Performance Indicator: Students will, during individual activities, demonstrate proficiency in the following areas: walking, jogging and other

cardiovascular activities using an efficient stride and related body movement, like arm motion.

1.1.4 Performance Indicator: Students will, during dual activities, demonstrate proficiency in the areas such as: strokes and cardiovascular activities in racquet sports and beach volleyball.

1.2 Objective: Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.

1.2.1 Performance Indicator: Students will, during aquatic activities, demonstrate proficiency in: forward glide, head bobbing, back float, back glide, forward glide with kick, front crawl, back glide with kick, backstroke, side stroke, advanced side stroke, breast stroke, kneel diving, and advanced standing diving.

1.2.2 Performance Indicator: Students will, during dance activities, demonstrate proficiency in the following steps/dances: grapevine, box step, line dance, social dance with a partner, fox trot, waltz and swing.

1.2.3 Performance Indicator: Students will, during individual activities demonstrate proficiency in the following areas: walking, jogging and other cardiovascular activities using an efficient stride and related body movement, like arm motion.

1.2.4 Performance Indicator: Students will, during dual activities, demonstrate proficiency in areas such as: strokes and cardiovascular activities in racquet sports and beach volleyball.

1.3 Objective: Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.

1.3.1 Performance Indicator: Students will, during aquatic activities, demonstrate proficiency in: diving at the start of a race, the various turns at the end of laps, and pacing during a race.

1.3.2 Performance Indicator: Students will, during dance activities, demonstrate proficiency in the following areas: fluid motion and full bodily control whether dancing individually, as part of a pair, or as part of a troupe.

1.3.3 Performance Indicator: Students will, during individual activities, demonstrate proficiency in the following areas: proficient body control in activities, such as sprinting and distance running.

- 1.3.4 Performance Indicator: Students will, during dual activities, demonstrate proficient body control in activities, such as racquet sports and volleyball.
- 1.4 Objective: Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.4.1 Performance Indicator: Students will, during aquatic activities, demonstrate proficiency in: Offensive: front crawl, back crawl, side stroke, forward glide or back glide. Defensive: treading water with a scissors kick or treading water with an egg beater kick. Transition: floating face up or floating face down.
- 1.4.2 Performance Indicator: Students will, during individual activities, demonstrate proficiency in the following areas: defensive and offensive ground strokes, pivots going from forehand to backhand, and tactics (offensive and defensive) in racquet sports and track and field.
- 1.4.3 Performance Indicator: Students will, during dual activities, demonstrate proficiency in areas, such as: defensive and offensive ground strokes, pivots going from offense to defense, and tactics (offensive and defensive) in racquet sports and volleyball.
- 1.5 Objective: Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.5.1 Performance Indicator: Students will, during aquatic activities, demonstrate proficiency in understanding why a body floats/swims and the most efficient ways of floating and swimming. Evaluation will be based on the student's improvement of ability to float and the time increase of specified swimming movements.
- 1.5.2 Performance Indicator: Students will, during dance activities, demonstrate an understanding of the physical body's actions and reactions during a dance routine. Evaluation will be based upon an increase in the students' dancing abilities based upon the students reflecting on their bodies' biofeedback.
- 1.5.3 Performance Indicator: Students will, during individual activities, demonstrate an understanding of their bodies' physical actions and reactions in sports, such as racquet sports and track and field. Evaluation will be based on an improvement in the students' abilities within the various sports.

- 1.5.4 Performance Indicator: Students will, during dual activities, demonstrate an understanding of their bodies' physical actions and reactions in sports such as racquet sports and volleyball. Evaluation will be based on an improvement in the student's abilities within the various sports.
- 1.6 Objective: Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
 - 1.6.1 Performance Indicator: Students will, after aquatic activities, demonstrate an understanding of all the variables that led to their performance, better, worse, or equal to previous performances through reflection.
 - 1.6.2 Performance Indicator: Students will, after rhythms/dance activities, demonstrate an understanding of all the variables that led to their performance, better, worse, or equal to previous performances through reflection.
 - 1.6.3 Performance Indicator: Students will, after individual activities, demonstrate an understanding of all the variables that led to their performance, better, worse, or equal to previous performances through reflection.
 - 1.6.4 Performance Indicator: Students will, after dual activities, demonstrate an understanding of all the variables that led to their performance, better, worse, or equal to previous performances through reflection.
- 1.7 Objective: Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
 - 1.7.1 Performance Indicator: Students will, after aquatic activities, reflect on their performance, with specific input from their nervous system, muscular system, and instructor and/or teammates.
 - 1.7.2 Performance Indicator: Students will, after rhythms/dance activities, reflect on their performance, with specific input from their nervous system, muscular system, and instructor and/or team mates.
 - 1.7.3 Performance Indicator: Students will after individual activities, reflect on their performance, with specific input from their nervous system, muscular system, and input from the instructor and/or teammates.
 - 1.7.4 Performance Indicator: Students will, after dual activities, reflect on their performance, with specific input from their nervous system, muscular system, and instructor and/or teammates.

- 1.8 Objective: Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
 - 1.8.1 Performance Indicator: Students will be able to explain what exercises will improve their performance and to what extent in aquatics.
 - 1.8.2 Performance Indicator: Students will be able to explain what exercises will improve their performance and to what extent in rhythm/dance.
 - 1.8.3 Performance Indicator: Students will be able to explain what exercises will improve their performance and to what extent in individual activities.
 - 1.8.4 Performance Indicator: Students will be able to explain what exercises will improve their performance and to what extent in dual activities.
- 1.9 Objective: Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
 - 1.9.1 Performance Indicator: Students will create a training regime to maximize their potential in aquatics.
 - 1.9.2 Performance Indicator: Students will create a training regime to maximize their potential in rhythms/dance.
 - 1.9.3 Performance Indicator: Students will create a training regime to maximize their potential in individual activities.
 - 1.9.4 Performance Indicator: Students will create a training regime to maximize their potential in dual activities.
- 1.10 Objective: Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
 - 1.10.1 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in aquatics.
 - 1.10.2 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in rhythms/dance.

- 1.10.3 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in individual activities.
- 1.10.4 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in dual activities.
- 1.11 Objective: Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
 - 1.11.1 Performance Indicator: Students will assess the effects and outcomes of individual performance strategies in aquatics.
 - 1.11.2 Performance Indicator: Students will assess the effects and outcomes of individual performance strategies in rhythms/dance.
 - 1.11.3 Performance Indicator: Students will assess the effects and outcomes of individual performance strategies in individual activities.
 - 1.11.4 Performance Indicator: Students will assess the effects and outcomes of individual performance strategies in dual activities.
- 1.12 Objective: Demonstrate independent learning of movement skills.
 - 1.12.1 Performance Indicator: Students will demonstrate aquatic skills independently.
 - 1.12.2 Performance Indicator: Students will demonstrate rhythms/dance skills independently.
 - 1.12.3 Performance Indicator: Students will demonstrate individual activities skills independently.
 - 1.12.4 Performance Indicator: Students will demonstrate dual activities skills independently.

Standard 2 – Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Objective: Participate in moderate to vigorous physical activity at least four days each week.
 - 2.1.1 Performance Indicator: Students will dress out and participate in their PE class.

- 2.2 Objective: Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
 - 2.2.1 Performance Indicator: Students will participate in their PE classes to be able to demonstrate the motor skills and movement patterns needed to perform a variety of physical activities (PE Standard 1).
 - 2.2.2 Performance Indicator: Students will participate in their PE classes to be able to demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities (PE Standard 2).
 - 2.2.3 Performance Indicator: Students will participate in their PE classes to be able to assess and maintain a level of physical fitness to improve health and performance (PE Standard 3).
- 2.3 Objective: Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
 - 2.3.1 Performance Indicator: Students must pass the California Physical Fitness Test.
- 2.4 Objective: Use physical fitness test results to set and adjust goals to improve fitness.
 - 2.4.1 Performance Indicator: Students and teachers will set, or adjust, physical fitness goals in order for students to pass the California Physical Fitness Test by tenth grade.
- 2.5 Objective: Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
 - 2.5.1 Performance Indicator: Students and teachers will adjust their Health-Related Fitness (HRF) plans to improve or maintain their HRF levels.
- 2.6 Objective: Identify the physical fitness requirements of an occupation.
 - 2.6.1 Performance Indicator: Students will demonstrate knowledge of the physical fitness requirements of their local police departments.
 - 2.6.2 Performance Indicator: Students will demonstrate knowledge of the physical fitness requirements of their local fire departments.
 - 2.6.3 Performance Indicator: Students will demonstrate knowledge of the physical fitness requirements of the United States military.

- 2.7 Objective: Develop and implement a one-month personal physical fitness plan.
 - 2.7.1 Performance Indicator: Students, with teacher support, will develop and implement a one-month plan for themselves that has the following components: warm-up, cool down, flexibility, muscle endurance, muscle strength, body composition and aerobic capacity.
- 2.8 Objective: Analyze consumer physical fitness products and programs.
 - 2.8.1 Performance Indicator: Students will analyze the use of safe and effective physical fitness products and programs, such as exercising regularly in a safe manner.
 - 2.8.2 Performance Indicator: Students will analyze the effects of unsafe and/or ineffective physical fitness products and programs, such as steroids.
- 2.9 Objective: Explain the inherent risks associated with physical activity in extreme environments.
 - 2.9.1 Performance Indicator: Students will demonstrate an understanding of the dangers of exercising in extreme temperatures.
 - 2.9.2 Performance Indicator: Students will demonstrate an understanding of the dangers of exercising in extreme humidity.
 - 2.9.3 Performance Indicator: Students will demonstrate an understanding of the dangers of exercising in smog.
- 2.10 Objective: Identify and list available fitness resources in the community.
 - 2.10.1 Performance Indicator: Students will demonstrate knowledge of the locations of local gyms.
 - 2.10.2 Performance Indicator: Students will demonstrate knowledge of the locations of the local parks.
 - 2.10.3 Performance Indicator: Students will demonstrate knowledge of the locations of the local fitness trails.
 - 2.10.4 Performance Indicator: Students will demonstrate knowledge of the locations of state park trails.
- 2.11 Objective: Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

2.11.1 Performance Indicator: Students will demonstrate knowledge of the role exercise plays in the maintenance of the body's immune system.

2.11.2 Performance Indicator: Students will demonstrate knowledge of the relationship between diet, exercise and obesity.

Standard 3 – Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Objective: Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.

3.1.1 Performance Indicator: Students will demonstrate an understanding that exercise programs and plans should be realistic.

3.2 Objective: Act independently of negative peer pressure during physical activity.

3.2.1 Performance Indicator: Students will demonstrate the ability to solve problems to avoid negative situations.

3.3 Objective: Identify and evaluate personal psychological response to physical activity.

3.3.1 Performance Indicator: Students will demonstrate knowledge of the factors that prevent students from engaging in healthy physical activities, such as poor physical fitness level, poor dietary practices, etc.

3.3.2 Performance Indicator: Students will identify and evaluate personal psychological response to physical activity.

3.4 Objective: Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.

3.4.1 Performance Indicator: Students will describe the positive outcomes of getting into good physical condition.

3.4.2 Performance Indicator: Students will describe the challenges of getting into good physical condition.

3.5 Objective: Develop personal goals to improve one's performance in physical activities.

3.5.1 Performance Indicator: Students will develop personal physical fitness goals which demonstrate an understanding of target fitness zones, the principles of progression, frequency, intensity and time (F.I.T.), and performance standards.

Social Interaction

3.6 Objective: Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.

3.6.1 Performance Indicator: Students will discuss the role physical activity can play in relieving stress which can be a result of the changing psychological and sociological needs of a diverse society.

3.7 Objective: Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

3.7.1 Performance Indicator: Students will demonstrate an understanding of how teamwork, cooperation and social interactions radiate from the activities in PE to the workplace and family gatherings.

3.8 Objective: Recognize the value of physical activity in understanding multiculturalism.

3.8.1 Performance Indicator: Students will demonstrate an understanding of the various games/sports that are associated with different cultures, such as soccer, lacrosse, rugby etc.

Group Dynamics

3.9 Objective: Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

3.9.1 Performance Indicator: Students will recognize and evaluate how to improve cooperation and interactions when working with others in physical activities.

3.10 Objective: Identify and utilize the potential strengths of each individual in physical activities.

3.10.1 Performance Indicator: Students will demonstrate an understanding of how to judge the strengths and weaknesses of participants in a group.

3.10.2 Performance Indicator: Students will utilize the strengths of participants to further a common goal.

3.11.3 Performance indicator: Students will demonstrate an understanding of how to minimize the weaknesses of participants to progress toward a common goal.